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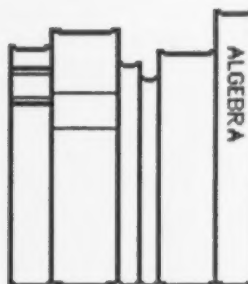
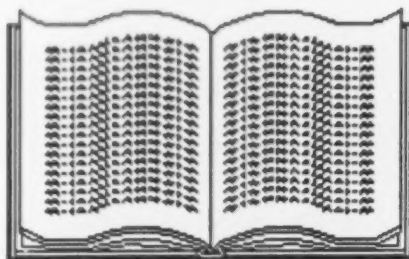
ABSTRACT

This bulletin is intended to provide a brief summary of the California Assessment Program (CAP) testing results for the 1986-87 school year. General comments regarding testing in San Diego (California), commonly asked questions, and school- and district-level results are provided. Tabulated results cover mean scale scores for grades 3, 6, and 8 and percent correct scores for grade 12 in the following subject areas: (1) reading; (2) written language; (3) mathematics; (4) history; (5) spelling; and (6) science. Questions answered in the text portion of the bulletin cover the reasons for the CAP, differences distinguishing the CAP from the District-Wide Testing Program, use of CAP results by San Diego City Schools, and information about results received by schools and individual students. Fifteen graphs and four data tables are provided. (TJH)

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CALIFORNIA ASSESSMENT PROGRAM 1986 - 87 RESULTS

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INTRODUCTION

The California Assessment Program (CAP) is the state testing program which annually assesses every public elementary and secondary school in California. CAP is designed by California teachers and curriculum experts to match the state curriculum frameworks so that test questions measure the common basic skills of reading, language, and mathematics taught in California schools. It is the only testing program that uses the same test at each grade in all schools and provides uniform information statewide about achievement levels of California elementary and secondary school pupils.

Since 1972, all California third, sixth, and twelfth grade students in the regular instructional program have taken the CAP. Eighth grade pupils were added to the testing program beginning in 1984. Students at grades 3, 6, and 8 are tested in the spring, usually during the last two weeks of April and first week of May. Twelfth grade pupils are tested during the first two weeks of December.

The CAP test at grades 3 and 6, formally known as the *Survey of Basic Skills*, includes subtests in the following areas:

- *Reading
- *Written Language
- *Mathematics

At Grade 12, the *Survey of Basic Skills* includes subtests in:

- *Reading
- *Written Expression
- *Spelling
- *Mathematics

The eighth grade CAP test, the *Survey of Academic Skills*, includes the following subtests:

- *Reading
- *Written Expression
- *Mathematics
- *History-Social Science
- *Science
- *Direct Writing Assessment

District and state results of the CAP over a number of years are presented in graphic form in this bulletin. In addition, results of individual schools are presented in tables. CAP test scores serve as one source of information used to improve the teaching-learning process for all students. However, there are many worthwhile areas of study which are not covered on the CAP. Also, results of the tests can be affected by many factors such as poor attendance, student mobility, motivation, testing conditions, and how the student feels about taking tests and school in general. Therefore, these results should be interpreted with caution.

The results presented in this bulletin are given as *scaled scores* for grades 3, 6, and 8 and as *percent correct scores* for Grade 12. Scaled scores range from approximately 100 to 400. The achievement of the average pupil in the state was set to a scaled score of 250 the first year a subtest was administered. The percent correct score is derived by dividing the total number of questions answered correctly by the total number of questions attempted.

This bulletin is intended to provide a brief summary of CAP testing results for the 1986-87 school year. General comments regarding testing in San Diego, commonly asked questions, and school and district-level results are provided. Persons having other questions or seeking additional copies of this report should contact the Testing Unit, 293-8509.

QUESTIONS

Here are the answers to some frequently-asked questions about the state testing program:

Why do we have a state testing program?

Neither educators nor the public can discuss for long what goes on at schools today without raising questions about what is learned by students, how much is learned and how do we know. That's why we have a state testing program. Parents, educators, and the general public cannot draw valid conclusions about schooling without measuring its effects.

CAP is recognized as among the most useful testing programs in the nation. CAP results are provided annually to the legislature, state and county offices, districts, schools, and to the public. They give an indication of the success of our efforts in curriculum planning and the delivery of instruction. Teachers and curriculum experts from throughout the state prepare the test items based on state courses of study and what teachers are teaching. Thus, there is close alignment between curriculum, instruction, and testing. We are able to compare what we say we are teaching, what we are teaching, and what is being learned by students.

How does the CAP testing program differ from the Districtwide Testing Program?

The CAP is the only testing program administered statewide. It is designed by California teachers and curriculum experts to match the state curriculum frameworks so that questions measure the basic skills of reading, language, and mathematics taught in California public schools. It is not designed to assess the progress of individual students but focuses on the effectiveness of school-level programs.

..... AND ANSWERS

The CAP tests require relatively brief periods of time to administer because they use a testing method called "matrix sampling" that enables a wide variety of skills to be measured, yet require very little testing time. The process works like this: each student takes one of many similar forms of the test that have been constructed from a large pool of carefully developed test questions. For example, the third grade test has 1,020 test questions that are divided into 30 test forms of 34 questions each. Student responses from the different test forms are combined to produce school and district-level scores.

The **matrix sampling** method produces a more complete picture of school and district achievement patterns than can be accomplished by conventional testing where all students answer the same few questions. From a very small investment of classroom time, vast amounts of diagnostic information are provided about very specific aspects of the educational program for individual schools and districts throughout the state.

Do individual students receive scores on the CAP?

No. Since each student takes only a small portion of the complete test because of the **matrix sampling** method, there are no individual student scores on the CAP. CAP is not designed to assess individual student progress but focuses on the effectiveness of school, district, and state-level programs.

How does San Diego City Schools use the CAP results to help students?

Standardized test results such as the CAP scores are one of many indicators of program effectiveness studied carefully by school principals, curriculum specialists, central office administrators, teachers, and parents for the overall improvement of instruction. CAP scores can show areas where an

adjustment in the curriculum may improve the students' opportunity to learn.

Teachers and administrators use their school summary reports from the state to find skill areas of relative weakness on each subtest. These areas of weakness are then compared to other available information about their instructional program such as district test results, proficiency test results, and teacher-made test results. Instructional materials can be examined to determine whether the skill areas that show weakness are emphasized and whether the materials are complete in these skill areas.

Once instructional materials have been examined, site staff may study "how students are learning" to determine factors such as time spent teaching certain concepts and whether students have opportunities to apply the skills taught regularly. After this information has been assembled, a course of action can be determined.

Why is the eighth grade CAP test called the Survey of Academic Skills?

Senate Bill 813, passed in 1983, called for major educational reforms. Included in it were authorization and funding for expanding CAP. The development of the eighth grade test in 1984, the development of a new twelfth grade test to be introduced in December 1987, and the future development of a tenth grade test are all results of this legislation.

The eighth grade test, unlike those at grades 3, 6, and 12, has been expanded to include History-Social Science and Science, as well as a direct writing assessment. The Grade 8 CAP emphasizes higher-level thinking and problem solving skills. In keeping with the consensus among professions that reading, writing, and thinking skills must be taught in all

curricular areas, these skills are tested in the content areas of literature, science, and social studies. In mathematics, questions are designed to measure understanding of concepts rather than strictly computational exercises.

The History-Social Science test assesses both basic skills and critical thinking skills such as defining and clarifying problems, judging information, solving problems and drawing conclusions. The Science test includes an assessment of both science knowledge/concepts and science processes such as observing, comparing, organizing, relating, interpreting, and inferring. Emphasis is placed on the process skills.

The direct writing assessment consists of an essay written by the student in response to a reading passage. Each student writes an essay in response to a topic drawn from one of eight types of writing: autobiographical incident, report of information, problem solution, evaluation, story, eye-witness memoir, first-hand biographical sketch, and analysis: speculation about effects. The scoring for the direct writing assessment is a sophisticated system using three types of scores, measuring general as well as specific features in each essay.

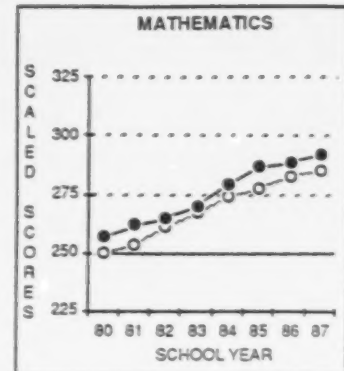
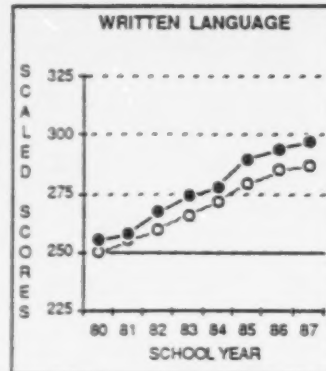
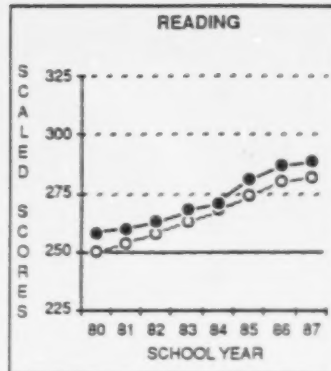
What information do schools receive?

Each school receives a school summary report from the State Department of Education which includes school and district scores for the past three years, a comparison of how well students perform in relation to similar communities, performance information for very specific skill areas, and score results for different student groupings within the school. In addition, the Testing Unit provides historical trend displays covering multiple years.

GRADE 3

DISTRICTWIDE TESTING RESULTS

1979-80 THROUGH 1986-87



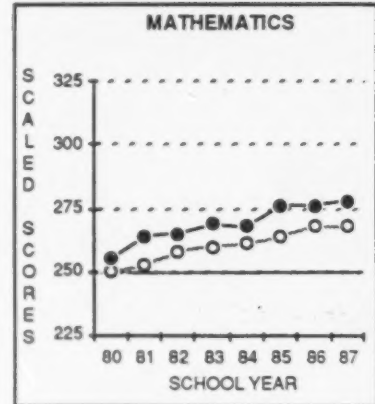
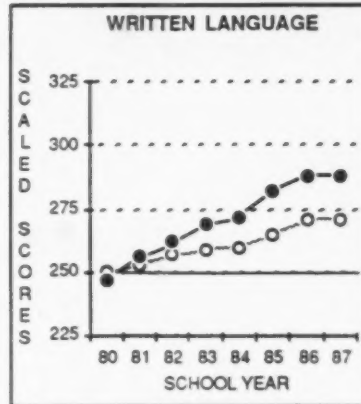
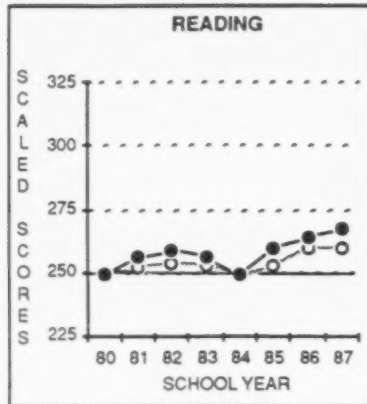
SCHOOL TEST RESULTS SPRING 1987

SCHOOL NAME	READING	WRITTEN LANGUAGE	MATH.	SCHOOL NAME	READING	WRITTEN LANGUAGE	MATH.
DISTRICT	289	297	292	DISTRICT	289	297	292
STATE	282	287	285	STATE	282	287	285
ADAMS	299	310	289	HORTON	247	262	265
ALCOTT	332	319	320	JACKSON	248	253	252
ANGIER	248	268	257	JEFFERSON	274	300	272
AUDUBON	222	235	240	JERABEK	346	343	367
BAKER	223	242	242	JOHNSON	273	293	269
BALBOA	250	267	268	JONES	276	311	265
BARNARD	301	295	264	JUAREZ	306	317	337
BAY PARK	256	273	252	KENNEDY	298	285	293
BAYVIEW TERRACE	283	308	311	KING	224	233	237
BENCHLEYWEIN.	349	342	351	KNOX	262	273	252
BETHUNE	272	292	293	LA JOLLA	337	343	357
BIRD ROCK	397	389	354	LAFAYETTE	280	308	310
BIRNEY	304	293	298	LEE	292	287	286
BOONE	260	292	265	LINDA VISTA	262	261	265
BREEN	266	318	290	LINDBERGH	318	324	311
BROOKLYN	252	261	265	LOGAN	243	261	248
BURBANK	264	277	262	LOMA PORTAL	258	281	255
CABRILLO	315	368	383	LONGFELLOW	297	284	303
CADMAN	264	273	263	LOWELL	278	256	293
CARSON	276	286	294	MARSHALL	267	294	265
CARVER	266	302	288	MARVIN	317	323	321
CENTRAL	262	266	265	MASON	319	315	294
CHESTERTON	259	296	290	MCKINLEY	284	280	249
CHOLLAS	263	264	272	MILLER	282	298	279
CLAY	319	327	307	MIRAMAR RANCH	321	314	350
CROWN POINT	262	266	275	MUIR ALTERNATIVE	273	283	263
CUBBERLEY	318	344	296	OAK PARK	303	309	300
CURIE	337	336	328	OCEAN BEACH	349	332	308
DAILARD	297	296	297	PACIFIC BEACH	276	321	291
DEWEY	266	264	239	PARADISE HILLS	284	297	282
DOYLE	281	298	288	PENN	282	290	277
EDISON	274	272	235	PERRY	297	296	283
EMERSON	246	244	261	ROLANDO PARK	281	290	290
ENCANTO	255	269	264	ROSS	264	280	285
ERICSON	363	366	357	ROWAN	221	252	233
EUGLID	237	245	245	SANDBURG	311	333	310
FIELD	276	268	258	SEQUOIA	325	331	347
FLETCHER	306	316	327	SESSIONS	298	311	336
FLORENCE	280	302	337	SHERMAN	211	231	232
FOSTER	299	306	290	SILVER GATE	318	330	294
FRANKLIN	289	267	284	SPRECKELS	309	319	334
FREESE	278	284	279	SUNSET VIEW	353	345	388
FREMONT	332	337	363	TERRASANTA	372	372	400
FULTON	287	286	286	TOLER	314	265	304
GAGE	313	336	319	TORREY PINES	315	292	303
GRANT	308	317	294	VALENCIA PARK	254	268	260
GREEN	338	353	309	VISTA GRANDE	313	337	363
HAMILTON	242	254	239	WALKER	294	298	310
HANCOCK	266	267	268	WASHINGTON	265	264	284
HARDY	312	342	290	WEBSTER	311	313	264
HAWTHORNE	345	319	327	WEGEFORTH	316	342	297
HEARST	354	347	359	WHITMAN	294	326	329
HICKMAN	328	314	308	ZAMORANO	292	294	295
HOLMES	294	297	295				

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GRADE 6

DISTRICTWIDE TESTING RESULTS 1979-80 THROUGH 1986-87



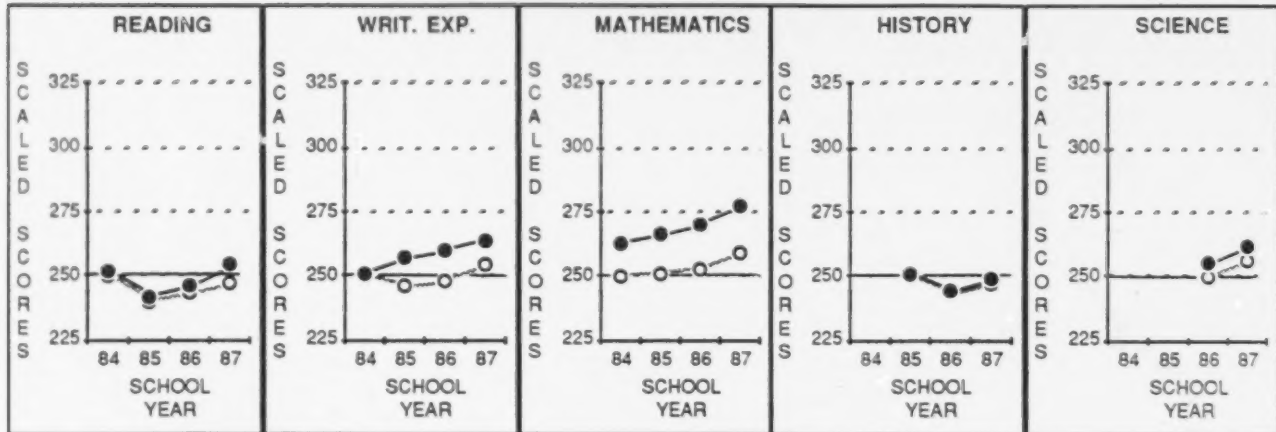
SCHOOL TEST RESULTS SPRING 1987

SCHOOL NAME	READING	WRITTEN LANGUAGE	MATH.
DISTRICT STATE	267	288	278
	260	271	268
ANGIER	249	297	279
AUDUBON	218	254	236
BAKER	220	267	243
BALBOA	237	263	225
BARNARD	242	257	237
BENCHLEY/WEIN.	303	311	296
BETHUNE	274	299	279
BIRD ROCK	299	320	325
BIRNEY	273	310	287
BOONE	258	271	268
BROOKLYN	227	253	237
CABRILLO	241	285	247
CARSON	220	246	267
CHESTERTON	250	283	273
CHOLLAS	263	282	275
CUBBERLEY	296	347	369
CURIE	340	331	330
DAILARD	296	306	313
DEPORTOLA MIDDLE	307	305	306
DEWEY	301	305	259
DOYLE	299	293	293
EMERSON	232	267	246
ENCANTO	241	264	256
ERICSON	302	312	300
FARB MIDDLE	250	276	262
FIELD	274	313	285
FLETCHER	231	286	285
FLORENCE	264	293	282
FOSTER	297	318	314
FREISE	250	299	258
FREMONT	296	304	295
FULTON	263	301	278
GAGE	282	302	269
GRANT	295	321	313
GREEN	293	331	306
HAWTHORNE	334	317	348
HEARST	315	334	337
HICKMAN	250	278	263
HOLMES	294	325	287
HORTON	225	245	253
JEFFERSON	250	274	266
JERABEK	312	326	326
JOHNSON	241	282	249

SCHOOL NAME	READING	WRITTEN LANGUAGE	MATH.
DISTRICT STATE	267	288	278
	260	271	268
JONES	273	320	287
JUAREZ	296	310	290
KENNEDY	237	259	255
KING	210	237	219
KNOX	227	261	231
LA JOLLA	301	302	299
LAFAYETTE	273	299	287
LEE	262	299	290
LINDA VISTA	230	257	268
LINDBERGH	280	287	281
LOGAN	199	217	218
LOMA PORTAL	262	304	292
LONGFELLOW	313	324	312
LOWELL	210	248	243
MANN MIDDLE	261	274	270
MARSTON MIDDLE	259	273	262
MARVIN	277	330	319
MASON	286	305	287
MCKINLEY	287	310	274
MIRAMAR RANCH	296	317	335
MUIR ALTERNATIVE	313	287	264
OCEAN BEACH	244	293	258
O'FARRELL SCPA	286	307	292
PACIFIC BEACH MIDDLE	300	311	287
PARADISE HILLS	273	303	281
PENN	271	295	288
PERRY	282	295	270
ROSS	257	266	288
SANDBURG	297	317	310
SEQUOIA	334	321	327
SHERMAN	230	269	252
SILVER GATE	292	305	286
SPRECKELS	326	327	336
SUNSET VIEW	282	301	308
TORREY PINES	264	305	298
VALENCIA PARK	256	264	257
WALKER	282	288	289
WASHINGTON	253	243	262
WEBSTER	235	276	229
WEGEFORTH	281	331	280
WHITMAN	337	328	358
WILSON MIDDLE	223	255	247
ZAMORANO	292	309	274

GRADE 8

DISTRICTWIDE TESTING RESULTS 1983-84 THROUGH 1986-87



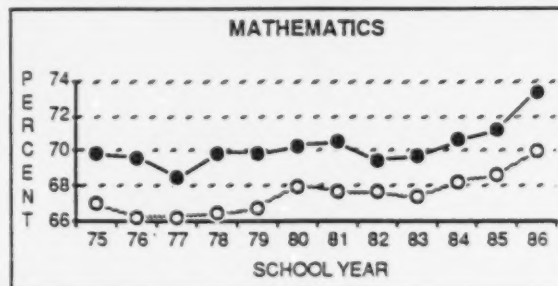
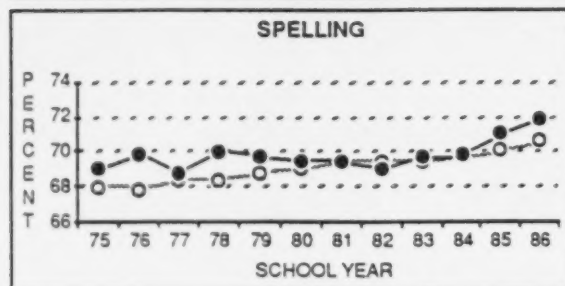
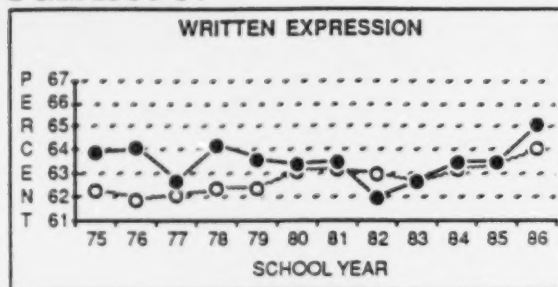
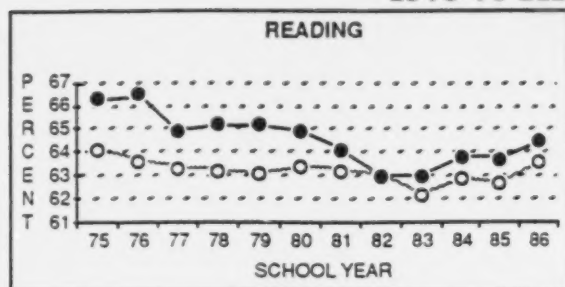
SCHOOL TEST RESULTS SPRING 1987

SCHOOL NAME	READING	WRITTEN EXPRESSION	MATHEMATICS	HISTORY	SCIENCE
DISTRICT	254	264	277	249	262
STATE	247	254	259	247	256
BELL	259	272	287	253	268
CORREIA	258	254	267	256	263
DEPORTOLA	299	303	308	298	295
FARB	268	274	278	255	279
GOMPERS	228	233	261	221	245
KEILLER	237	237	250	216	243
KROC	270	285	294	263	277
LEWIS	288	285	302	289	284
MANN	227	251	259	229	245
MARSTON	230	245	242	209	226
MEMORIAL	182	202	213	189	200
MONTGOMERY	230	244	271	238	237
MUIR ALTERNATIVE	249	285	266	255	271
MUIRLANDS	287	302	298	283	291
O'FARRELL SCPA	272	281	252	252	264
PACIFIC BEACH	249	250	266	242	257
PERSHING	259	269	290	254	258
ROOSEVELT	245	244	277	241	252
STANDLEY	284	294	302	280	286
TAFT	258	272	279	259	261
WANGENHEIM	272	291	295	272	285
WILSON	212	220	261	210	228

CODE: District ● — ● State ○ — ○

GRADE 12

DISTRICTWIDE TESTING RESULTS 1975-76 THROUGH 1986-87



SCHOOL TEST RESULTS WINTER 1986

SCHOOL NAME	READING	WRITTEN EXPRESSION	SPELLING	MATHEMATICS
DISTRICT	64.5	65.1	71.9	73.4
STATE	63.6	64.1	70.6	70.0
CLAIREMONT	61.4	60.1	69.6	69.6
CRAWFORD	58.8	60.9	70.1	69.3
GARFIELD	62.1	61.3	67.7	62.6
GOMPERS	65.9	71.5	77.6	82.2
HENRY	69.5	70.4	72.5	76.4
HOOVER	54.5	56.1	65.1	65.8
KEARNY	58.3	59.9	70.4	69.8
LA JOLLA	71.3	71.8	75.2	80.4
LINCOLN	55.4	51.2	68.6	60.3
MADISON	61.7	62.4	70.6	72.7
MIRA MESA	66.3	68.0	74.7	74.4
MISSION BAY	65.1	64.6	67.7	71.7
MORSE	63.5	62.8	73.9	72.2
MUIR ALTERNATIVE	67.0	65.5	82.1	77.9
O'FARRELL SCPA	63.2	63.9	71.6	67.8
POINT LOMA	66.2	66.8	70.7	74.3
SAN DIEGO	60.5	59.0	69.3	71.3
SERRA	68.4	68.1	74.5	75.3
TWAIN	56.9	52.3	70.6	60.6
UNIVERSITY CITY	67.5	69.2	74.2	77.2

NOTE: The results presented in this bulletin are given as *mean scaled scores* for grades 3, 6, and 8 and as *percent correct scores* for Grade 12. Scaled scores range from approximately 100 to 400. The achievement of the average pupil in the state is set to a scaled score of 250 the first year a subtest is administered. The percent correct score is derived by dividing the total number of questions answered correctly by the total number of questions attempted.

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